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ABSTRACT

The University of California (UC) system campuses provide various bibliographic instruction courses in behalf of undergraduates' needs. At the University of California, Berkeley, a new experimental course was offered by the library in the fall quarter 1968: "Bibliography 1-X: How to Use the University of California Library" (Bib 1). From fall 1968 through spring 1985, approximately 12,000 undergraduate students completed the course. It has been administered by the American Library Association (ALA)-accredited graduate School of Library and Information Studies, even though it is unrelated to the professional programs of librarianship and information science. Bib 1 began as a four-credit elective bibliographic instruction course offered in multiple sections each quarter, and was later changed to three credits each semester. Taught by a staff of university librarians, doctoral students, and other persons, it has attracted students from all levels, but especially lower division and transfer students. It has also attracted people outside the campus. This paper describes its history, which is unique in its combination of durability, attachment to a professional library school, volume of enrollment, relatively small classes, popularity, and acceptance in the local academic structure. (THC)

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For-Credit, Undergraduate, Bibliographic Instruction Courses in the University of California System; With Consideration of the Berkeley Campus' Bibliography 1 Course-Program's History As A Model

BIOGRAPHY

Helen Wheeler has taught Bibliography 1 at the University of California, Berkeley since 1978. Prior to receipt of the doctorate she was employed in academic library-media administration. She has taught graduate library education, most recently as an Associate Professor at Louisiana State University, and has served as a community college consultant and in commercial media creation. Since 1975 her consulting has focused on academic "affirmative action" and bibliographic instruction. She provides a nonprofit research support and consulting service known as Womanhood Media, from the title of her 1975 book. Her latest publications include the "Mass Media and Communications" chapter of The Women's Annual: 1983-1984. No. #4 (Boston: G. K. Hall, 1984) and "A Feminist Researcher's Guide to Periodical Indexes, Abstracting Services, Citation Indexes and Online Databases" (Collection Building... 5 [Winter 1983/1984]: 3-24.) Her Library Reference Information: How to Locate and Use It (Freeport, NY: Educational Activities) media kit is in use in high schools and college bibliographic instruction.She reviews for Choice. During May, June and July 1984, she was a Visiting Scholar in Tokyo, with consulting and lecturing responsibilities throughout Japanese academe including Keio University's library school, the National University of Library & Information Science, the National Women's Education Centre, and a program sponsored jointly by the American Center - Osaka and Japan Institute of Library Science. Her doctorate is from Columbia University in Curriculum and Teaching, with concentrations in instructional support, media and administration; her M.S. (library science) is from Columbia University. She also has the M.A. (social science) from the University of Chicago; her liberal arts B.A. is from Barnard College, with an interdisciplinary Foreign Areas Studies major.

# Bibliographic Instruction at the University of California; With Consideration of the University of California - Berkeley "Bibliography I" Course.

## PROLOG

In May 1985 approximately twelve thousand students had completed the undergraduate course on methods of library use at the University of California, Berkeley. (Hereafter UCB) The scale and sustained existence of this program make it of unusual interest. Bibliography I is one of the most successful and longest-lived of the experimental courses introduced into the University curriculum. Librarians noticed a marked increase in the sophistication of undergraduates' use of reference collections after it was introduced.

Roots appear to reach back to academic year 1933-1934, when Peyton Hurt was employed by the School of Librarianship as an instructor to teach Librarianship 101: "Library Use and General Bibliography," for two units of credit. Hurt was listed as this course's instructor for the next three years, while employed by the Library. It continued to be listed, although not offered, until 1940. In June 1966, City and Regional Planning Librarian Charles H. Shain sought University Librarian Donald C. Coney's approval of "A proposal for an experimental undergraduate course teaching the use of the library-- to be taught by librarians," as a "pre-condition for its submittal to the Board of Educational Development." Coney's approval was immediate, and the Board authorized a two-year instruction period preceded by a planning period. Instruction began in Fall 1968, with Shain serving as an instructor and Bibliography 1-X's Coordinator. It was proposed in 1969 that this experimental course be "regularized." It continued to be taught by librarians, but, because all courses must be sponsored by a teaching department if credit is to be

awarded, the School of Librarianship undertook sponsorship. The School had been reluctant, partly from a fear of adverse financial effects, but early in 1970, the faculty voted to "adopt" the course. The School's attitude remained supportive through the decade and into the 1980's. Bibliography 1 is now recognized as a major contribution to education on the Berkeley campus. A much closer connection between the now-School of Library & Information Studies and the libraries system resulted from so many library staff members serving as part-time teachers associated with the School. Students in Bib 1, as it became known, have become candidates for its graduate programs. The School became much better known generally on campus, and its having a valuable service offering to undergraduates materially improved its general campus position.

## BACKGROUND

"Bibliography 1: How to Use the U.C. Library" was a learn-by-doing approach for the undergraduate, or amateur, library **researcher**, taught by professional librarians who were largely amateur instructors. The first cycle of the course-- pre-planning, planning and instruction -- ended in Spring 1971. From Fall 1968 through Winter 1971, Bibliography 1 (formerly 1-X) had involved twenty-four librarian-instructors teaching 348 sections containing 1,100 students.[1] Its goal was to start students using the libraries by informing them of the various kinds of tools they might utilize, including librarians, and then having them apply that knowledge using a "search strategy" to compile a twenty-five item, annotated subject-bibliography. They also had to write a three to five page description of how they used the library system, plus a one page outline of a paper that this bibliography might support. [2]

College and university bibliographic instruction ("BI") courses became increasingly important during this period. Nationally, BI integrated with instruction

continues as a provision by librarians for these students' needs, but it has become evident that, due to a number of factors, self-paced workbooks, visits to classes, etc. are often offered by them as second best, in lieu of a BI course. Library instruction should be distinguished from library orientation wherein the card catalog is pointed out to the student. Library instruction encompasses more than orientation-- it involves fostering actual and effective use of libraries. Most large universities do not have large programs of BI; there are relatively few campuses with great research libraries which have large numbers of undergraduates. At Berkeley these have been combined. This means there is an unusual combination of very research-oriented, course-oriented faculty, who cannot understand giving credit for something like a self-paced workbook. But in a university of such size, many students are taking courses which are built around large lectures, and they may or may not attend sections. At UCB Bib 1 has been based on small, self-contained sections, and there have been individual conferences. The amount of personal contact is unusual for these undergraduates. Generally the assumption is that a college library-- that is, the librarians-- are responsible administratively for "giving" such a course. However, academic libraries are not generally viewed as teaching departments and so the "library's course" often has to be administered at least nominally by an academic department. Similarly, librarians are not always recognized as "officers of instruction" and may need to be given temporary appointments as "Lecturer" or whatever terminology is in use.

A well known example of the library's undergraduate BI course is that offered at the University of California, San Diego. Administrated by the interdisciplinary Contemporary Issues department, "Information and Academic Libraries" is an elective introduction to research strategies, directed at

satisfying the information needs of the student using an academic library, with emphases on the University of California, San Diego library system. Sue Galloway of the Cluster Undergraduate Library staff is well known for her coordination of the program. Classes are taught by librarians, who receive ten hours relief time each week. For the quarter that the librarian teaches, s/he is appointed as a temporary Lecturer through the Contemporary Issues office. A classroom in the undergraduate library is used; sections are also taught at the main and science libraries. There have been special sections on science and ethnic studies. Finding Information in the University of California, San Diego Libraries is used as a text and given to students. An administrative assistant and two students provide support.

Other University of California campuses have, or are in the process of instituting, BI courses. The University of California, Davis library staff's library instruction course is administrated for credit as English 28.

The UCB School of Library and Information Studies is one of three professionally accredited programs of graduate library education which are part of California state institutions of higher education. Each offers undergraduate students an elective, library instruction "service course." At the University of California, Los Angeles, Associate Dean Elizabeth Eisenbach coordinates a course, "Information Resources and Libraries," GSLIS 110, inaugurated in 1976 as a cooperative effort between the School and the University library. This four unit methods course was designed to teach upper division students access to the library in a field of study as well as to the basic resources of any library. Sophomore standing or instructor's consent is required. Librarians representing various parts of the University library are appointed as Lecturers to teach in the course and are assisted by second-year MSLS students employed as 25% time Teaching Assistants. Four

sections of about twenty students each are offered each quarter, reaching some two hundred students. The course meets for two hours twice a week. Some sections focus on specific subject areas, e.g. science and technology. Separate but related undergraduate materials courses (GSLIS 111A-D: "Ethnic Groups and Their Bibliography") go into such fields as American Indian and Afro-American bibliography. Similarities to UCB's Bib 1 include the annotated bibliography requirement, a handbook, considerable independence for instructors, and a demonstration of online reference for each section.[3] The UCLA undergraduate library workbook provision has recently been dropped.

Undergraduate service courses sponsored by the San José State University (not a part of the University of California nine-campus system) Division of Library Science may be of interest here. They are coordinated by Judy Reynolds of the University library staff. "Use of Books and Libraries"(LS 1) is a general, lower-division course on the use of books and library facilities, open to all college students. "Use of Library Materials" (LS 101) is an upper division general course on the use of books and library facilities, with some emphasis on techniques of research. They have recently been increased from one to two credits. Various text books have been tried; currently, William Katz's Your Library, 2nd edition (Holt, Rinehart & Winston, 1984) is a required purchase. An "EOP version" is being offered during Summer 1985 by Reynolds as part of a team which includes tutors who will enhance the possibility of students' library skills being extrapolated into their writing and other academic work.

## CURRENT PRACTICE;

## FALL QUARTER 1968 - SPRING SEMESTER 1985

When Bibliography 1 was first offered at the University of California, Berkeley, students were attracted by posters, information sheets at campus libraries' reference desks, mention during library tours, and by the listing in the University Bulletin (catalog). Subsequent experience showed that advertising in the campus newspaper, the Daily Californian, was also productive although costly. Recently, word-of-mouth recommendation, commendation during the summer orientation program, and distribution of fliers (See final page ) by some Bib 1 instructors in large undergraduate courses at the end of the semester have constituted the most effective advertising. The student counter-catalog commented that "...students find this course invaluable; many upper division students say that they wish they had taken it earlier and suggest that it should be required (or at least strongly recommended) for freshmen since the library skills developed in the course are indispensable for upper division work."

From student response, it quickly became apparent that Bib 1 was useful, and it was approved an elective for undergraduate majors in the College of Letters and Science, which dominates the undergraduate and especially the lower division program at Berkeley. For the first few years, total enrollment continued to be limited to just over one hundred students, but heavy preenrollment warranted expansion. Several needed modifications were recognized during the experimental phase. Rote memory was deemphasized. The unit value was increased to four quarter units. One of the great appeals of Bib 1, an eight-day main library stacks pass, evolved into a "permanent" (for the balance of their undergraduate career) stacks pass as a reward to students achieving A-, A or A+ in the course. The undergraduate and most other campus libraries have open stacks.

When the new Moffitt undergraduate library building opened in 1970, Bib 1 obtained use of one of the classrooms for some of its sections. Its office has consisted of a small basement room in South Hall, a splendid Second Empire building extensively renovated and used entirely by the School of Library and Information Studies and its library.[4] The main, Bancroft, and Social Sciences libraries are adjacent, with the undergraduate library nearby; all are centrally located on campus. In addition to sections in the undergraduate library building, Bib 1 classes are scheduled in locations throughout campus in a variety of times/days combinations.

Instructors have been encouraged to develop approaches and materials of their own, and have not been required to follow uniform lesson plans, assignments or lectures. Most have developed a series of assignments involving the use of a variety of library tools. The lack of a very standardized curriculum has surprised visitors. There are practical limitations to the extent to which significant variations in subject coverage are feasible given the scope of the course, as well as the use by all sections of the Bibliography 1 Handbook.

## The Project Requirement

State of the art information concerning bibliographic instruction courses tells us clearly that the undergraduate student is most motivated by a learning experience culminating in opportunity to integrate and apply newly acquired skills and concepts on both local and principles bases. Concentration on the individual term project continued to be a distinctive feature of Bib 1, with students asked to identify and use a range and variety of materials to demonstrate their grasp of systematic use of library resources. As Shain put it in 1970, "The student must encounter

the library and its problems to work out his or her paper." Much of his 1970 description of actual practice continued to be observable in most Bib 1 sections:

> We must prepare students for the realities of using a complex library system, finding alternatives when first efforts fail. Students are encouraged to find the... best locations, among...department libraries, and to consult specialist librarians to round out their search. Such guidance is not designed as a substitute for individual study, but is a realistic supplement, particularly when the subject appears prematurely exhausted or after encountering numerous blind alleys...assignments using a variety of representative reference materials should have turned up some material and established a pattern for finding additional material later. In practice, however, students tend to delay their research and do not take the opportunity to discuss their problems with their instructors because of a lack of time or a misplaced confidence... there are a great many competent and even distinguished papers...turned in. The latter often come from quiet students who simply have been learning to use the library via assignments, preparation for quizzes, and by individual work in the library... [5]

The student can choose a topic assigned in a concurrent class; occasionally it may relate to a future course, usually in her/his major. Instructors have worked with each student individually in conferences and involved them in the libraries which provide specialized bibliographical and reference sources relevant to the particular topic. Typically, the project bibliography continued to consist of twenty to twenty-five annotated items, accompanied by an account of the search strategy and problems encountered in its preparation. Some instructors have also requested a description of a research paper which the bibliography might support, including an outline of it. The project has usually constituted about one third of the course grade.

UCB undergraduates' local and contemporary interests are reflected in some of my students' project-titles, which are listed with the student's class and the year the course was taken:

Determination of the Rates of Chemical Reactions by Computer Simulation. (Freshman, 1985)

Theories of Carcinogenesis; The Latest Research Findings on the Cancer Cell, Including Genetics and Oncogenes. (Junior, 1984.)

An Annotated Bibliography of the Biography of D. H. Lawrence [For use the following semester in English Seminar 151 G]. (Junior, 1984)

Peer Counseling: A Study of the Last Ten years of United States College Freshmen. (Sophomore, 1984)

Translating Literature: Art or Science? (Post-doctoral auditor, 1982)

Cohabitation of Unmarried Couples With Children: Families Without Marriage in the United States. (Freshman, 1982)

The Vocational Education and Work Release Programs Offered to Male Felons in the United States in the 1970's: Can They Provide a Foundation for Effective Functioning in Contemporary Society? (Freshman, 1981)

Immunology: The Effects and Treatments of Immunological Deficiency Syndromes in Humans. (Freshman, 1979)

An Effort to Disfranchise the Negro Voter in Maryland: The Poe Amendment of 1905. (Senior, 1978)

American Protest Poetry in the Sixties and Early Seventies. (Junior, 1978)

But the ongoing requirement of term papers, frequently on the same topics, in several large, required courses is conducive to the cheating which is a problem on many campuses. And Bib 1 has encouraged, indeed required, students to do their project on subjects of their own choosing! Informants tell us that some fraternity houses maintain their own Bib 1 projects files. Each student has been asked to turn in two copies of the project; one was returned and one retained on file in the Bib 1 office for five years. Some of these too often, recurring, "easy" topics have been:

| | |
|---|---|
| Anorexia nervosa and bulimia | Euthanasia |
| California Gold Rush | Genetic engineering |
| Child abuse | Japanese-American relocation camps |
| Children and divorce | Schizophrenia |
| Chimpanzees | Solar energy |
| Cold War | Subliminal advertising |
| D Day | |

The projects file turned out to be a useful resource. New Bib 1 instructors and visiting firepersons turn to it for insight. Originally organized by Sheehy codes, a computer-based, keyword index is now prepared. Most Bib 1 instructors have had a folder of sample projects on reserve in the undergraduate library. Not all projects are course-related.

## The Graduate Research University Setting

Bib 1 has encompassed much more than bibliography-- both in course description and in what many students typically say they got out of it beyond the basic commitment. At the recommendation of the staff, Bib 1's subtitle was changed from "How to Use the U.C. Library" to "Methods of Library Use." It evolved into a course designed to offer undergraduates opportunity to develop their ability to solve information problems independently as well as to utilize the immense and complex libraries, the variety of library tools and the expertise of the campus library personnel to plan and evaluate search strategies and to discover information sources. Bib 1 has been more than a remedial or a simple skills course. No Berkeley undergraduate is likely to have had access, in either a school or community library, to the variety and number of library resources available at the University of California, Berkeley. Emphasis has been on teaching students processes involved in finding information, rather than on introducing specific library tools or types of tools, and thus, on techniques and principles transferrable to all apsects of their

future information-finding needs. Undergraduate students like to use the word "research" in connection with their assignments, papers and library use... Bib 1 has enabled them to justify that term. Other benefits derived from the course and more or less related to library use may have included annotating, documenting (using a style manual,) judging critically (using reviews, identifying authority,) selecting rather than merely locating, classifying, using thesauri, and researching per se. It is typical for a Bib 1 student to report a new, expanded perception of her/his major field of interest. At the other extreme is the application in some sections of basics of spelling, grammar and punctuation.[6]

Bib 1's spectacular growth --from seven sections in its first quarter during the 1968 experimental phase to almost five hundred students in Fall 1975-- leveled off at eight hundred sixty five in academic year 1978-1979. It was announced that Bibliography 1 could not be taken to fulfill the Letters & Sciences' "breadth requirement" about this time. From Fall quarter 1969 through Spring semester 1985, a total of 12,177 students completed Bib 1.[7] It was the largest such bibliographic instruction course known to Michael Buckland, until August 1984, Dean of the UCB School of Library and Information Studies. [8] It was offered during five summers: 1972 and 1981-1984. Bib 1's stabilization at this level was due in part to a commitment to keeping section sizes relatively small. When preenrollment continued to be greater than the number of places offered without making the class size excessive for individualized attention, need for specialized Bib 1 sections was articulated by the staff. They suggested the possibility of sections for entering freshmen; prospective graduate students, with emphases on the disciplines they intended to follow; and specific disciplines themselves, e.g. engineering, ethnic studies, health sciences, literature, and women

studies. But the School held that, as long as the course continued at the circa 1980 level of "resources" and was fully enrolled, it was best to give preference to a homogenized Bib 1 while allowing students to pursue their interests and specialize within it by means of the project.

Small classes --no more than twenty-five students-- appear to be important for the success of such courses. Allan Dyson, a former Bib 1 instructor and formerly Director of the UCB Moffitt undergraduate library, explains that university libraries have designed their courses in much the same way because, to be at all effective, such courses must relate the instructional material to the discipline with which each student normally is concerned. The librarian-instructor must be prepared to give in-depth literature search guidance on an amazingly diverse group of topics. While this is what librarians are educated to do, it simply is not possible to do it for much more than twenty-five students in the time alotted.[9] And undergraduate bibliographic instruction is inherently rather indistinct. There is structure, but not in a purely mechanical, reliable way. Therefore a good deal of student-teacher interaction is needed.

## Related Audiovisuals

Some Bib 1 instructors have used, been involved in production of, and evaluated audiovisual media; University librarians involved in audio-visual media development have taught Bib 1. A thirteen minute, super 8mm library instruction film, You Don't Have to Be a Hero to Use the U.C. Library, was supported by a small grant and the encouragement of former Bib 1 faculty sponsor Fay Blake. [10] Several video-tape productions

have been developed by the University of California, Davis library staff for their bibliographic instruction course have been previewed and some acquired by the Bib 1 program. These include Six Ways To Ask a Reference Question and Indexes and Abstracts, which are maintained in the UCB Educational Television Office, where they can be viewed individually by students. As part of the University General Library bibliographic instruction activities, librarians produced slide-tape, twenty-minute, color presentations, The Author, The Title and You; What to Do About the Subject Catalog Until the Librarian Comes; and In Pursuit of Periodicals, which are available in the Doe library reference department. Most Bib 1 instructors commend them to their classes and some require viewing-listening in the Audiovisual Media Center, where duplicate sets are available. Bib 1 staff members cooperated in gathering feedback from their students, contributing to documentation needed in obtaining grant monies for the project. As part of its bibliographic instruction program, the undergraduate library has developed a self-administered, portable cassette, introductory tour, and a worksheet exercise,which has been duplicated and shared with Bib 1. Especially in the Fall term, when freshman enrollment is a greater proportion and enrollment largest, most Bib 1 instructors supplement their introduction to the course by assigning this activity. Both the undergraduate library and the library system have had library instruction coordinators, who communicate with and sometimes teach Bib 1.

## Computer-Assisted Literature Searching

Bibliography 1: Methods of Library Use has been concerned with developing library skills and ability to use efficiently a variety of library

tools in whatever format they may appear. Obvious constraints, mainly cost combined with hundreds of students enrolled annually, made it impossible to move beyond twenty-minute class demonstrations of the applications of computer technology to library research. A chapter of the Handbook is devoted to literature searching of commercial data bases via DIALOG, and students have had the opportunity to view and participate in an online demonstration. The demonstration has usually taken place after they have identified their areas of interest. Most Bib 1 instructors have been able to provide the demonstration. A class prior to the demonstration is usually devoted to a discussion of the advantages of computer-assisted literature searching over manual searching. The University of California system libraries plan not to rely on the traditional card catalogs for primary access to library publications; members of the public are already consulting computer terminals for primary access to them. Since Bib 1 has been the only large scale introductory course in library use available on the campus, asking students who are actually enrolled to help evaluate the impact of computer-assisted literature searching on bibliographic research is an effective way of determining the best approaches for helping students understand most fully the advantages and limitations of the technology with which they will inevitably be confronted in the future. The University Council on Education Development funded an instructional improvement project designed to provide during 1979-1980 funds to begin expanding student contact with this process and opportunity to measure students' response and learning gains as a result of the increased contact.

## Other Undergraduate Offerings in the School

The Bib 1 course for several years has been the nucleus of several undergraduate, elective, service and cultural courses offered by the UCB School of Library and Information Studies. Their titles, frequency, and credits carried have varied, but their areas have generally encompassed computers and information, the book as an artefact, and a survey of children's literature. The School, "believing immodestly that librarianship has much to offer non-librarians, has built up a range of undergraduate offerings. There is no intention of making mini-librarians or even of offering a "Major," but the campus undergraduate experience is enriched by some eight hundred students a year taking a for-credit elective on methods of library use [Bibliography 1], and more who sample specifically tailored courses on children's literature, on the history of the book and on problems of information retrieval." [11] The infusion of FTE (full-time equivalent) data into the School's statistical picture is a fact of life which has never been fully acknowledged, at least beyond the School administration's door, and Bib 1 instructors are not part of this Faculty. Moreover, the Bib 1 students (and instructors) are visibly more representative than those of the School.

## TEACHERS AND TEACHING

During the early years of the Bibliography 1 course at the University of California, Berkeley, an average of five instructors devoted twenty-five percent of their time to the course, theoretically ten hours a week, and the balance to their regular University library jobs. In addition to the three hours of class each week, at least one office hour was (and is) required,and there were staff meetings, preparations, grading, individually-scheduled project conferences, etc. University librarians are released at the rate of thirty-three percent time, so that a notional 13.3 hours weekly were assigned. This is the case for both campus librarians and

the other Bib 1 instructors, those employed from outside the University library family in order to provide for all sections. Bib 1 is perceived as competing for FTE (full-time equivalent) academic positions and other funds within the School! Bib 1 instructors are employed to teach one section, with initial placement on the associate (or other) scale, and thus individual stipends, negotiable. To teach such a course well, especially the first few times, requires considerable time. And yet retention, and any increment for non-University librarians employed from outside to teach a Bib 1 section, are said to be based solely on students' ratings (There has been no written, shared policy related to any aspect of the program.) Many University librarians consider their released time unrealistic and that "replacement" personnel time has not been provided; some report that teaching Bib 1 is perhaps no longer as highly valued as a contribution to one's library promotion portfolio as in the past.

University librarians have a great deal to give and to receive from a course such as Bib 1: their familiarity with the campus libraries, their relationships with faculty, and their daily contact with students on campus before and after teaching cannot help but improve the content of the course. And when University librarians teach a section of such a course, their recognition as part of the instructional team, their work with individual students and the required bibliographic project, and their development of innovative instructional techniques cannot help but improve library services on campus. For some, the experience has provided a conduit to teaching on the School's faculty.

A campus librarian declared that he had "learned and relearned a great deal. In a complex, decentralized campus library system, a Bib 1 teaching experience is a great way to gain a fresh overview of the system and to learn about the specific resources of the libraries. I'm able

to make more informed referrals to other campus libraries because of my Bib 1 experience."

Because of the rapid growth of Bib 1 enrollment, inadequate funding, and the fluctuating interest of campus librarians, it soon became impossible to continue to implement the original concept that it be taught entirely by University librarians. At one time the course benefited from a continuing arrangement through which the undergraduate library each term provided two librarians to teach a section each, but it went back to one person each term because of the heavy demands on its staff. A similar arrangement with the General Library was tried and discontinued. Librarians recruited from off campus have constituted approximately half of the Bib 1 staff since the 1970's decade. In recent years, Bib 1 teachers have increasingly been from the School's doctoral programs. (They and minority persons are "given priority" in selecting.) Despite restricted (in-house, indeed in-library) recruitment, the Bib 1 staff has been the locus of South Hall female and minority academic personnel, while the School's faculty, according to the current (1985-1986) catalog, consists of six tenured, white males, with doctorates, in the rank of full Professor; one white male, with doctorate, in the rank of Acting Associate Professor; and one white doctorateless male Acting Assistant Professor. There are also three white female Assistant Professors, all with doctorates, one of whom was enabled to reach her rank four years ago via Bib 1 teaching and coordinating. The latest, to my knowledge, recruitment announcement declares that qualifications for teaching Bib 1 "include an MLIS, a working knowledge of libraries on the campus, and an interest in library instruction and in teaching undergraduates. Reference work, acquaintance with online computer searching, and teaching or related experience are ordinarily expected. Appointment will normally be made on the Associate scale..."[12] The School's self-study report prepared for professional reaccreditation by the American Library Association referred to "the criteria for appointments" for

Bib 1 as "An MLIS degree, two years of experience in reference work, familiarity with campus libraries, interest in undergraduate bibliographical instruction, and teaching ability". This is the only reference to Bib 1 in the Self-Study.[13]

Bib 1 instructors have been hired on a part-time, temporary basis. There was intermittent discussion of developing a full-time career track for Bib 1, which would be welcomed by many and possibly would have influenced many who have departed. A core of "continuing staff" would, it seems, provide certain advantages. Dean Buckland has referred to a University nonprofessional, career track "Lecturer with Security of Employment," but stressed that the criteria for security of employment are very severely written: not only is outstanding excellence in teaching required but also relevant expertise not otherwise available in the school or department.

All current (1984-1985) Bib 1 staff have the MLS degree, generally from UCB or another California program. Some have two Masters' degrees, and one has the doctorate. Three have been Bib 1 instructors ongoingly since the 1970's decade. "Instructor" here refers not to the academic tenure-track sometimes followed in academe by Assistant, Associate and full Professor, but simply conveys responsibility and role. Most Bib 1 instructors have held the title "associate," which is a University academic title between "teaching assistant" and "lecturer," providing no career status or benefits unless one is more than 50% time employed. Teaching more than one Bibliography 1 section does not meet the definition of more than 50% time employment.

Twenty-nine sections of Bib 1 were offered in Fall 1984 and Spring 1985 semesters (academic year 1984-1985-- there was no summer session in 1985); seventeen persons taught and coordinated, of whom eight were librarians employed on campus, eight were "outside" persons residing in the Bay Area who met the current qualifications, and one a School doctoral candidate. The part-time coordinator has usually been one of the instructors, who may or may not teach a section. Although the School administration aludes to a vast pool of potential off-campus Bib 1 instructors, one or more sections has regularly become vacant at the last minute, providing employment for someone from the existing Bib 1 staff who is awarded a second section. Several years ago the Bib 1 staff prepared a report to the School Dean, noting that the commitment to the purposes of the course, the career potential, and the value of experience in teaching the course had produced a dedicated, skillful and enthusiastic collective. It now appears that, while staff members are generally able and comitted, some do not perceive career potential in this experience, and an enthusiastic collective no longer exists.

Bib 1 has been seen by the School's administration, and presumably the University administration, as an anomaly in that it is a mass, multi-section, undergraduate course that would, they contend, ordinarily be taught by graduate teaching assistants. The School has preferred and been able to use librarians and others usually paid a little more than teaching assistants. With good performance, which is not definied in any policy document, instructors are generally rehired for the following year, usually at a higher stipend. Recently they have been required to complete the Annual Supplement to the Bio-Bibliography, the updating of accomplishments

and other qualifications used for regular UCB faculty members. Clarification as to how a Bib 1 associate (or even a Visiting Lecturer) has access to experiences which would enable service chairing doctoral theses, supervising post-doctoral scholars, instituting new courses, on Committees of the Academic Senate, presenting papers at meetings, and as such things as department officer has not been forthcoming. Remarkably, a few Bib 1 staff members have been able to list publications. In practice there has been considerable continuity, but teaching Bib 1 is clearly not a career position. Nor is it clear to the University administration that full-time career positions would be beneficial to, or necessary to maintain, the program. It contends that a career teaching Bib 1 full-time would lead to exhaustion and staleness. (Of course it has not been tried.) The Bib 1 staff are, however, aluded to in the Self Study... -- as "temporary faculty." If the salary scales went upwards indefinitely, the cost per student would become higher.

Bib 1 has no budget of its own, according to former Dean Buckland. The coordinator and staff (usually about fifteen persons) have an electric typewriter and a telephone extension. The course is not exclusively a lecture or a reading course; instructors use extensive in- and some out-of-class assignments, making necessary considerable paper and other office supplies to support teaching Bib 1. A duplicating machine located in the School office has usually been accessible to them. The Bib 1 program grew tremendously with no office staff. It has never had clerical personnel of its own, although the part-time coordinator can draw upon support from the School office staff, and assignments are processed by University central duplicating if thirty or more copies are needed and sufficient time can be scheduled.

The Bibliography 1 Handbook -- not a workbook-- devised by some of the instructors and produced by the University's central duplication service, is sold at the University bookstore. In view of the vast changes going on in the University libraries, such a tool needs ongoing revision, which has usually involved payment to selected instructors for their time during the summer. The Handbook provides information on the organization and accessing of UCB libraries as well as standard tools and techniques. Neither it nor the course is organized by types of formats, e.g. dictionaries, encyclopedias, handbooks, etc., nor by types of library divisional structure, e.g. the card catalog, periodical indexes, etc. Rather, these are integrated to provide for the needs of highly qualified undergraduates learning to use university libraries to do library research and to strategize relative to their majors and courses. An abstract of Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, 4th ed. [14] and a glossary of terms are appended. Information concerning the basic principles of organization of information and publications is provided, e.g. main entry concept, classification, filing, etc. Chapters are devoted to such things as government publications, computer-assisted literature searching of commercial data bases, the subject approach, and planning the "term project." "Local" information enabling access to UCB libraries' files and collections is stressed.

## Professional Development

Provision of a regular itemized Bib 1 budget would support current and developmental needs as well as enable more effective planning. Some Bib 1 staff members are active in the California Clearinghouse for Library Instruction, founded as a California Library Association chapter, providing

samples of materials and demonstrating teaching techniques in its workshops. The Bib 1 staff has expressed need for a program to improve their teaching competence. A special workshop on teaching effectiveness was arranged one year. Instructors may visit each other's classes, although they rarely do; some share sections. Students are asked to complete a questionnaire titled Bibliography 1 Evaluation, which asks such questions as How time-consuming was Bibliography I compared with other 3 unit lower division courses you have taken at UCB?; If you could change anything about your Bibliography I course, what would it be?; How good a job did your instructor do in helping you learn how to do library research?; and What do you see as your instructor's strong and weak points?What could he/she have done differently? A small collection of standard, related tools located in the Bib 1 room includes:

Bischof, Phyllis. Afro-Americana; a Research Guide to Collections at the University of California, Berkeley. (The General Library & The Department of Afro-American Studies, 1984).

California Clearinghouse on Library Instruction. Directory of Library Instruction Programs in California Academic Libraries. (The Clearinghouse, 1983).

DIALOG Data Base Catalog, latest edition.

Gates, Jean Key. Guide to the Use of Libraries and Information Sources, 5th edition. (McGraw, 1983).

Goniwiecha, Mark, et al. Guide to Ethnic Sources at UC Berkeley 1973-1983, compiled by Members of the Class LS 259: Ethnic Bibliography. (Spring 1982.) (Chicano Studies Library Publications, 1983).

Harzfeld, Lois A. Peridoical Indexes in the Social Sciences and Humanities; A Subject Guide. (Scarecrow Press, 1978.)

Library Orientation for Academic Libraries. Papers of the Annual Conference[s].

Lubans, John, Jr. Educating the Library User. (Bowker, 1974.) Note Hannelore B. Rader's "Formal Courses in Bibliography," pp.279-286.

Owen, Dolores B. Abstracts and Indexes in Science and Technology, a Descriptive Guide, 2nd edition. (Scarecrow Press, 1985.)

Sheehy, Eugene. Guide to Reference Books, 9th edition & Supplements. (American Library Association, 1976.)

Thesaurus of ERIC Descriptors, 10th edition. (Oryx Press, 1984).

Woodbury, Marda A. A Guide to Sources of Educational Information, 2nd edition. (Information Resources Press, 1982).

Lois Harzfeld's Periodical Indexes in the Social Sciences and Humanities; A Subject Guide derives directly from her experience as a Bib 1 instructor explaining to Bib 1 students how to identify periodical indexes and abstracts appropriate to their topics and the multiplicity of different sources that might need to be examined as well as the various shortcomings these sources had. Through the students' use of the indexes, she identified what their problems were in understanding their scope and use, and she designed the annotations accordingly (for example, they frequently overlooked cumulated indexes, they thought the word "modern" in MLA Bibliography meant twentieth century literature, they assumed Historical Abstracts would encompass the United States, etc.) Since the book was published, Bib 1 instructors have used it in the course and found that it does indeed work.

## STUDENTS AND LEARNING

The Teaching Innovation and Evaluation Services, whose goal is to assist faculty, teaching assistants, programs, and departments to innovate, evaluate, and improve instruction on the Berkeley campus, distributed questionnaires to students of some Bib 1 sections. Their report to Bib 1 instructors provides a picture of students circa 1977-1978. Most were enrolled in the College of Letters and Science, representing a diverse group of major fields ranging from biology to philosophy to physical education. Although all classes were represented in TIES' survey, most Bib 1 students were relatively new to the campus-- about half freshmen and most of the upper-division transfer students.

There are twenty-four community junior colleges within commuting distance of the campus, and many more institutions offer transferrable credit from elsewhere within the state. A public television announcement in behalf of California community colleges concludes with a community college graduate's triumphant declaration, "U C, here I come!" Social science majors have been the largest number (31% in this survey.) In response to open-ended items asking what they had hoped to learn from Bib 1, most mentioned need for familiarity with the library's resources in relationship to "research papers." Students gave the course high marks in TIES' survey: 99% agreed that they would make better use of library resources in the future; 30% had already used their Bib 1 project as the basis for a paper in another course or planned to utilize it subsequently in some way. The term project clearly was considered a most useful aspect of the course, with library tours and assignments also important. While every part of the course was rated as being at least somewhat useful, classroom lectures, quizzes and discussions (which vary in amounts included by instructors) were not considered as useful as other parts. These results were consistent across sections,

which, according to TIES' interpretation, means that they are independent of the classroom teaching skills of the various Bib 1 instructors.

There has also been interest in attempting to assess increase in student knowledge and skills in the context of subsequent coursework or personal and career achievements. Former School faculty sponsor Fay Blake, who also taught Bib 1, has long been an advocate of both need and feasibility of "action research" which would track Bib 1 students' use of techniques learned in the course and its effect on other information-gathering activities.

New college students vary greatly in their preparation. Students who have not passed or been exempted from the campus remedial English course need to be encouraged to take that first. One former Bib 1 instructor has referred to "a wide disparity in the interest and ability displayed by the students... Some were highly interested and able and some were not-- a few seemed barely literate. I felt those in the "not" category needed the class most and put a lot of effort in helping them learning something... some did learn something, but some of the more able students probably found the class too elementary."

An informal anonymous questionnaire was distributed to some recent Bib 1 students to provide background for this paper. As the main reason for having taken Bib 1, most "wanted to find out how to use the library more effectively;" the others' main reasons were given as learning "how to do research" and "a search strategy for thesis." Typically, however, they also offered secondary reasons including three more units and a section that fitted their schedule; raising their grade point average; a history paper; access to the main library stacks; "graduate school"; and an easy course that wouldn't be too demanding. I also obtained responses from four students from previous terms, two then in graduate school, one a junior,

and one a senior. When asked about ways in which Bib 1 had met their expectations, they commented in retrospect:

> It gave me tools to find information and made me familiar with libraries I now use regularly; helped me to think for myself, saves me time I would otherwise waste standing in line or groping.
>
> Highly useful in researching my History 101 topic. Gave greater sense of proficiency to me.
>
> Learned more about UC libraries, research, writing a research paper.

Before taking Bib 1, two had used the undergraduate library "somewhat," one "almost never," and one "regularly." Their uniform experience at the University of California, Berkeley was that instructors "gave assignments involving library use only for required, 'reserve' reading," with one adding that they "expect library use without assigning." All asserted that "every student" should take Bib 1, agreeing that the individual project was an important part of the course and that they "got a lot out of it." All have used libraries in connection with courses much more than they used to. When asked whether any of their instructors had ever referred to Bib 1 before they enrolled, all replied no, they had heard about it during orientation. Their responses to "If you were a member of a search committee for selecting faculty, what special qualifications would you put into a description listing minimum requirements for Bib 1 instructors?" were:

> enthusiasm, treating people equally, knowledge of UC libraries, had done research.
>
> extensive experience in research, organized teaching techniques, willingness to listen and help.
>
> Master's degree, desire to teach for the purpose of students learning, not her/his own power presentation [sic]
>
> has it together, experience with UC library system and or similar systems.

By 1980 a surprising number of seniors, who had discovered they needed three additional credits or to improve their average in order to graduate, took Bib 1. This is no longer routine. Nor can Bib 1 students anticipate being given an automatic A or Incomplete. It is possible to require and enable respectable levels of achievement in such a course. And the presence of socalled EO, reentry, and disabled students need not justify disparate expectations for various groups within the student body. An admissions officer slowly working her way through the B.A. degree and I met when she elected Bib 1. Recently her work has involved counseling reentry students, to whom she stresses taking Bib 1 during their first term on campus, based in part on her personal experience. Usually there will be an advanced placement high school student in my class. APHS students attend nearby high schools but have already been admitted to the University and can take one course each term. They typically identify Bib 1 as a course needed during their first term on campus if they can schedule it. In the Fall 1984 semester seated next to each other in the front row were an APHS student and a reentry student with fifty years between them. She had taken Bib 1 based on her reading of the catalog shared with her by her high school counselor. He had taken a few courses on the G I Bill following World War II, then married and raised a family; now a widower residing with his married granddaughter, he has begun to complete his B.A.. As usual for students in these two groups, they were never absent and achieved course grades in the A range.

The Disabled Students Program has also referred students to Bib 1. One partially-sighted, community college transfer, Latin American history major made a difficult but successful personal transition to campus life; he continues to come to office hours "to talk." In 1980 a documentary

film titled Rights of Passage focused in part on the dormitory and classroom life of a black UCB student confined to a wheel-chair. I was apparently his only instructor willing to have the production crew come into our classroom. I have regularly held office hours in the main library, which has long been wheel-chair accessible. The award-winning film has since been on PBS throughout the United States.[15] I grant the occasional graduate student's request to audit, although I point out that mere auditing this type of course is unrealistic.

At UCB some undergraduate majors require a senior thesis, e.g. history and women's studies, and most departments provide seniors the opportunity to achieve honors via similar endeavors. These students often take Bib 1 followed by the senior thesis seminar. I encourage but do not require all Bib 1 students to relate their projects to other college course requirements; rather than double-dipping, this is a turn-on! A feminist women's studies major utilized Bib 1 to evolve her senior thesis topic and her project to begin work on it. Later, when she was enrolled in the thesis seminar, I served as the "outside advisor," which each such student must recruit, for The New "Spinsters": A Modern Assessment of the Never-Married Woman. Not all gender-related projects are pursued by students in Women's Studies majors or courses, however. A UCB sophomore indicated that, although a feminist, she was majoring in political science because she planned to enter law school. She applied her project work, titled American Women in Politics: Their Exclusion from the Traditional Avenues of Full Participation, to a concurrent political science course. This type of student often needs reference letters which, to be functional, require considerable effort on the part of the writer. She is now in her final year of Boalt School of Law. Not all gender-related project topics are

pursued by feminists. A physically-disabled, single head of family reentered college via an experimental program in the Bay Area. During her senior year she was involved in frustrating discussions with a physiology professor regarding dimorphic brain structure. She arranged to take Bib 1 at UCB for transfer credit back to her college, from which she then graduated. Her Bib 1 project was titled Stalking the Irreducible Biological Gender Components: Sex Dimorphic Brain Structure in Humans-- The Association of Biology and Behavior in Shaping Structure and Function. Her UCB experience led to her realization that she had underestimated herself in not applying there, and brought to her attention the real possibility of graduate work at UCB, which she is now completing in the School of Library and Information Studies. At the opposite end of the social poles was a well to do reentry woman student whose attention had been drawn to Bib 1 during admissions counseling. Her project was the foundation for an assignment in a concurrent history course. The evolution of the wording of her topic demonstrates learned-research techniques possible in such a course. Early in the semester, she indicated interest in "something connected with Sonoma County research." By mid-semester, when I requested tentative project "working titles," she was overwhelmed by the resources opening up to her but applied skills, tools and strategies acquired in the interim in Bib 1 to submit The Reluctant Sarah Rayse & The Robust Saray Royal: An Examination of the Reasons Women Came West, which evolved into her final title: Sarah Royce and Louisa Clapp: The Differences in Two Women's Values and the Influence Their Values Had on California's Developing Social Conditions, 1850-1870.

Occasional criticism has been heard that Bib 1 projects are not "scholarly." Indeed, the School has objected to use of the word "research"

in connection with Bib 1. A student wrote in the introduction to and strategy for her annotated bibliography on hyperkinesis in children, which evolved into a pamphlet written for a semiprofessional coping group:

> My nine-year-old son is hyperkinetic. He plagues our family, his classmates, teachers and the occasional temporary friend that he may have... The purpose of this project is to compile a selected bibliography of material that will assist me... to understand the problem of hyperkinesis in education, to cope with the problems incurred by our child at home, and to inform me as to some of the controversies on the subject and what is being done. I hope to equip myself to discuss the problem with other concerned parents and... to offer them sources of information. A number of sources of help for parents have come to my attention and through this project I am less inclined to blame myself for my son's problem. In the interim, I dispelled inhibitions for using a variety of libraries and sources which I now manipulate comfortably.

The possibility of serving the needs of special and special interest groups and subject-matters exists in bibliographic instruction. Such interdisciplinary programs as Black, Ethnic, and Women Studies provide the potential on college and university campuses for contributing to nondiscriminatory 'affirmative action' in that they are not literally blacks' studies or ethnics' studies or women's studies. With the example on which I have focused here --feminist perspectives, women students' needs, gender equity, Title IX, Women's Studies majors and courses, etc. -- students face additionally, special need to deal with conventional, existing tools and library structures while identifying innovative, feminist/nonsexist techniques, resources, and tools. My article, "A Feminist Researcher's Guide to Periodical Indexes, Abstracting Services, Citation Indexes and Online Databases," derived directly from my experience as a Bib 1 instructor working with such students and their projects. [16] During May, June and July 1984 I was a Visiting Scholar at Toyo University in Tokyo, with lecturing and consulting responsibilities throughout Japanese academe. At both of the two Japanese graduate-level programs of education for pro-

fessional librarianship, Keio University and the National University of Library & Information Science, faculty and alumni requested information about bibliographic instruction courses and Bib 1 in particular.

## INSIGHTS

The experiences and observations of a senior (in length of ongoing instruction) in the UCB Bibliography 1 course program may serve to illuminate the path for persons who inquire about this course and request guidance in creating a collegiate bibliographic instruction course. My experience leads me to underscore several conditions which are crucial for the development and ongoing success of a university BI course.

Consistency across all sections in course grade components and in the requirements for completion of the course may seem an automatic. When a multiple section course program is taught by numerous individuals and involves students with highly disparate "library backgrounds" from all college classes (i.e. freshman through senior,) fairness to both students and instructors dictates special need for recognition of its importance. I am not suggesting standardization.

When numerous persons with other primary commitments teach (and learn to teach,) administrative recognition of the need for effective coordination of the program itself is basic. Communication can foster unity among staff; lack of it can serve to be devisive. Provision of policies, goals and procedures which are accessible to and understood by everyone is part of this.

Without detailing them, some of the aspects of a university BI course program which I commend to the planner include the following:

### Program Structure

Budgetary provision.

Separate sections for lower and upper-division students.

Three semester hours credit, three weekly hours contact.

Approximately one third of class meetings held in libraries, not simple tours, with preferably-individualzied, hands-on worksheets.

Ideal class size of twenty students, although twenty-five is feasible.

University support assuring satisfaction by means of the BI course of credit/course distribution requirements within humanities, social sciences, science-technology, etc.; compromise might be achievement at B level to function thusly.

Administration through an academic department other than the library; ideally, these departments should be interdisciplinary, e.g. communications, Special Programs, etc.

Structured liaisons with undergraduate and main (general, whatever) libraries.

Curriculum: Course Content and Organization

Inclusion of computer-assisted literature searching of (1) libraries' catalogs, (2) online commercial data bases.

Required, selective, annotated bibliography of 20-25 library-holdings, ideally associated with some academic requirement, accompanied by a description of such a paper and the student's search strategy, constituting approximately 25% of the course grade.

Course built around library literature search strategy, rather than plodding through such formats as encyclopedias, dictionaries, etc.

Staff

A core BI staff with career status, each member teaching more than one section and with responsibility ongoingly for revision of a portion of the course Handbook.

Affirmative recruitment procedures, with valid qualifications declared, sought and enforced-- a basic of good management of such magnitude it needs to be reiterated; likewise equitable retention and advancement.

The university BI course instructor's qualifications meeting those of regular teaching faculty. (Most universities claim their professional librarians are faculty or have faculty status, so there should be no problem legitimizing librarians as teachers of some sections.)

## EPILOG: JULY 1985

This has been an account of a rare successful experimental course. Bibliography 1 made history as a unique and durable bibliographic instruction course of interest to librarians, library educators, and higher education personnel concerned with enabling. Its main goal has been provision of instruction for all University of California, Berkeley undergraduates in efficient use of libraries, information, and media on both local --the UCB libraries system-- and principles bases for their academic needs.

The Bib 1 program's future is presently unclear. In July 1984, UCB School of Library and Information Studies Dean Michael Buckland became University of California [system] Assistant Vice President for Library Plans and Policies. Academic year 1984-1985 was one of confusion and contradictions for the Bib 1 staff. In September 1984 the acting dean directed a memo to School Faculty, which does not include Bib 1 teachers, proposing a review of Bib 1, "the oldest and most expensive of our undergraduate courses..." Despite former Dean Buckland's counsel with regard to Bib 1 as the source of infusion of FTE into the School's data picture and with no involvement of any of the then-current Bib 1 teachers, he appointed a member of the School Faculty to chair a review and make recommendations regarding Bib 1. Two other School faculty members, who also have not taught the course, constituted the committee. (The one School faculty member who had taught and coordinated Bib 1 was not involved.) Following a period of rumored discontinuance by the School, it was announced in late Spring 1985 that the course would be revised, the program would be curtailed, and there was no 1985 summer session. Fewer sections have been scheduled for academic year 1985-86, and the course will provide only two weekly contact hours and credits, a unit difficult for many undergraduates to

schedule.

Some aspects of the revised Bib 1 have been communicated to the new Bib 1 staff, which now includes library school students, by the administration. They include: elimination of DIALOG demonstrations and systematic instruction concerning computer-assisted literature searching of commercial data bases (constituting a chapter of the Handbook, which itself has had no recent revisions and is to continue in use;) "no more than two hours on the subject of the University system's online catalog"; "reduction or elimination of tours;" elimination of instruction related to the National Union Catalog and Library of Congress subject catalog volumes; "only basic filing rules;" elimination of connections between library research and "writing a term paper."[17] Clearly it will not be possible to require of an undergraduate student in a non-major, two-credit course a bibliographic project of the caliber of the past Bib 1 Project. Individual conferences will not likely appeal to them because a two-credit course merits a minimum of their time, assuming Bib 1 teachers are willing and able to provide conferences and office hours.

It is difficult to overlook several facts. A recently-introduced, undergraduate, School computer literacy course has not received the same treatment. One of the senior Bib 1 instructors is the president of a union whose membership consists of non-Academic Senate Faculty members and which has been introduced into the UC system recently. Most Bib 1 teachers have joined University Council/AFT Unit 18, which, on April 29, 1985, filed a related unfair labor practice against the University Regents.[18] Another fact is the ongoing feminist activism of the writer, a senior Bib 1 instructor. In 1972 I filed the first charges of discrimination against another state university on whose "fellow" accredited,

graduate library school faculty I was an Associate Professor, leading to numerous other such charges.[19]

The following persons' contributions to this paper are acknowledged: Fay Blake, Michael K. Buckland, Allan J. Dyson, Elizabeth Eisenbach, Sue Galloway, Catherine C. Gordon, Ronald J. Heckart, Heather C. Landers, Annegret Ogden, Ingrid Radkey, Juta Savage, Charles H. Shain, and Alan L. Wolstencroft.

1. June 6, 1966 memo from Charles H. Shain to Donald C. Coney; April 8, 1971 CU General Library News, page 1; January 7, 1975 letter, Patrick Wilson to William E. Wenz.

2. California University. Conference Workshop, July 13-14, 1970. Instruction in the Use of the College and University Library. Selected Conference Papers. 1970. ED 045-103. Page 1.

3. Eisenbach, Elizabeth. "Bibliographic Instruction From the Other Side of the Desk." RQ 19 (Summer 1978): 32-16.

4. South Hall, alas, is also perceived by many to be among the most earthquake prone, and asbestos questions have been raised.

5. California. University. op. cit. Page 2.

6. The Carnegie Foundation for the Advancement of Teaching's 1977 report declared that "General education is now a disaster area. It has been on the defense and losing ground for more than 100 years." General education is defined as required courses in advanced learning skills such as English and mathematics, using library resources and some sampling of the major systems of human thought--the social sciences, the sciences and the humanities. San Diego Union, December 16, 1977.

   "Integrity in the College Curriculum; Text of the Report of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees" blames the "decline and devaluation" of undergraduate education on faculty members. Chronicle of Higher Education 39 (February 13, 1985): 12-30.

7. Data may not be exact due to such things as my inclusion of statistics from Bib 1's inception and the School's regard for only those since it came under the School's administration. There appears

to be some inconsistency between those provided at the time work was begun on this paper (circa 1981) and July 1985.

8. University policy requires a School faculty member, identified as "person in charge", to sponsor Bibliography 1. Dr. Fay Blake sponsored and sometimes taught Bib 1 from 1972 to 1976. Dean Buckland served as sponsor from 1976 to July 1984 except during his sabbatical, February-June 1980, when Prof. William Cooper was acting Dean. Prof. Robert Harlan has been acting Dean since July 1984. Blake and Buckland were interviewed for this paper.

9. Allan J. Dyson's "Organizing Undergraduate Library Instruction: The English and American Experience" is an account of his findings as a Council on Library Resources fellow. Journal of Academic Librarianship 1 (March 1975): 9-13. Dyson is now Director of the University of California, Santa Cruz library.

10. It was Charles Shain's first film attempt and was produced on a shoe-string budget. The dedicated AV aficcionado can obtain a copy of the script from ERIC: Shain, Charles H. "Filming Narrative" for Library Instruction Film "You Don't Have to Be a Hero to Use the U.C. Library." Document ED 134 215. Dec. 2, 1976.

11. Buckland, Michael K. "Library Education-- Meeting the Needs of the Future." Catholic Library World 50 (May-June 1979): 424-26. Page 425.

12. "Part-Time Undergraduate Teaching Positions in the School of Library & Information Studies, University of California, Berkeley." CU News, The General Library of the Univesity of California At Berkeley [library staff announcements] 40 (April 18, 1985): 3-4.

13. A Self-Study of the Master of Library and Information Studies Degree Program at the School of Library and Information Studies, University of California, Berkeley. 1980. Page 32.

14. Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations, 4th ed. Chicago: University of Chicago Press, 1973.

15. Rights of Passage; A Documentary, by Julie & Jean-Claude Dercle. is available from Objectif, POB 4743, Berkeley, CA 94704, Choice, an American Library Association reviewing journal, wrote about it: "An unusually frank, aggressive, and effective use of video to present handicapped individuals demanding their right to be independent, to be human, and to have equal access to those opportunities available to the nonhandicapped..."

16. Wheeler, Helen R. "A Feminist Researcher's Guide to Periodical Indexes, Abstracting Services, Citation Indexes and Online Databases." Collection Building: Studies... 5 (Winter 1983/1984): 3-24.

17. The annotation provided for Bibliography 1 in the 1984-85 and 1985-86 official University of California, Berkeley School of Library and Information Studies catalogs is the same except for credits: "Methods of Library Use. (3) Three hours of lecture per week. Students will learn how to approach the UC Library's resources in a systematic way to meet their needs, via lecture, section, problem sets, examinations, and a term paper. They will learn to extend these techniques to future independent research." The 1985-86 catalog refers to 2 credits, two hours.

18. "U.Cal/Berkeley Downgrades Respected Bib 1 Course". American Libraries 16 (June 1985): 370.

19. In 1978, when I was employed as an "associate" to teach a section of Bib 1 for two quarters, someone aptly noted, in ink, in the margin of my application "From Associate Professor to

associate!!??" Shortly after I began work, it was pointed out to me that I was "not a member of the faculty." See also:

Wheeler, Helen R. "Delay, Divide, Discredit; How Uppity Women Are Kept Down, Apart and Out of Academe." WLW Journal 8 (July-September 1983): 1-5. Reprinted (pages 49-52) in Berman, Sanford & James Danky, Editors. Alternative Library Literature; 1982/1983: A Biennial Anthology. Phoenix, Arizona: Oryx Press, 1984.

# The Academic Facts of Life:

- Grades
- Term papers
- 6,000,000+ books in the UCB Libraries
- 100,000+ periodicals in the UCB libraries
- 60+ libraries on the UCB campus
- 300+ periodical indexes and abstracts
- Newspaper indexes
- Catalogs on microfiche
- Melvyl: an experimental computer catalog for all UC campuses
- Government publications in the UCB libraries
- Computer literature searching

# Bibliography 1: Methods of Library Use
## 3 units

Three hours of class per week. Learn how to approach the UCB Library's resources in a systematic way via lectures, problem sets, individual conferences, on-line database searching, and a term project. Develop a search strategy and list of sources on a topic of your choice. Utilize the results for a paper in another course.

BIBLIOGRAPHY 1 offers many sections to fit your schedule
BIBLIOGRAPHY 1 gives you a Main Library Stack pass while taking the course
BIBLIOGRAPHY 1 gives you a permanent Stack pass if you earn an A or A-
BIBLIOGRAPHY 1 helps you succeed at UCB

Pre-enroll at the first class meeting
Sections listed in the Schedule of Classes under Library & Information Studies
Bibliography 1 office: 19 South Hall. Phone 642-1087 or 642-1464